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used in the colleges is an admission that much of the work of the agricultural colleges is still of secondary-school grade.

The author certainly deserves much credit for the performance of this pioneer work.

Tillers of the Ground. By MARION I. NEWBIGIN. London: Macmillan, 1910. Pp. vi.+224. \$0.50.

This is an interesting little work by a versatile British scientist, written in a simple style within the understanding of elementary-school children, and adapted for use to supplement work in geography, nature-study, and elementary agriculture. It deals not only with *tillers*, both savage and civilized, but with man's continual contest with nature, from his crudest efforts to the latest developments of science. The book is well fitted to furnish a "human interest" element to high-school botany where lack of time prevents reference to original sources.

Report of the Board of Education of Massachusetts on Agricultural Education. Boston: Wright & Potter Printing Co., 1911. Pp. 104.

State reports vary in nature. They may be descriptive, statistical, or made up of scattered reports, addresses, proceedings of educational meetings, and the like. Occasionally they embody results of extensive investigations, upon which are based recommendations of a constructive nature.

The report at hand is of the last sort. Pursuant to a resolution of the legislature, the investigation was undertaken by Commissioner of Education David S. Snedden, Deputy Commissioner Charles A. Prosser, and Special Agent Rufus W. Stimson. Hearings were held in many parts of the state and advice was sought from a large number of experts outside the state.

The report sets forth many facts about farming conditions in the state and the effects on values and output already resulting from improved methods. It considers the factors involved in the establishment of a system of secondary education in agriculture, such as minimum requirements in the way of locality, plant, equipment, support and control, admission and promotion, courses and methods of instruction, and the teaching staff. Social and economic factors also receive considerable attention.

Of most general interest, doubtless, are some of the recommendations. Schools with boarding departments are considered unnecessary for Massachusetts. Special schools in the more densely populated districts should be accessible to at least a hundred pupils by the ordinary means of transportation, while the needs of the more sparsely settled communities should be met by establishing special departments in existing high schools.

The work should consist of definite "projects"; that is, it should center about a series of well-organized problems. These are formulated for the entire four years, and represent the last and best pronouncement by the experts collaborating in the preparation of the report. A few of these projects are outlined in much detail to show the subsidiary propositions involved. They are so graded for the four years that they might well serve as a model for the organization of